

# Milton Primary School



## Governors Report to Parents

Hendre Farm Drive  
Ringland  
Newport  
NP19 9HB  
01633 273505  
[www.miltonprimaryschool.co.uk](http://www.miltonprimaryschool.co.uk)

LEARNING TOGETHER, ACHIEVING  
FOREVER

This report follows the guidance offered in the School Governors' Annual Reports (Wales) Regulations 2011 (revised in May 2013)

### **Meeting to Discuss the Report**

During recent years, in schools across the country, the meetings to discuss the Annual Governors' Report to Parents have been poorly attended. As a consequence in October 2005 Government regulations were changed and now state that "The Governing Body is exempt from holding a meeting in any school year in which it gives to the Parents with the Annual Report a notice asking Parents to state in writing within a period of not less than 7 days if they require the meeting". If fewer than 5% of registered pupil's parents respond a meeting does not have to take place. **If you require the meeting to take place please inform Mrs Burke in writing by Friday 15<sup>th</sup> October 2021.**

Resolutions can only be passed if there are at least as many parents present as 20% of the number of pupils at the school. A report on any resolutions passed must be included in next year's Annual Report to Parents. Please note the Governors' Annual Report only includes information on the academic year from September 2020 to July 2021.

There were no resolutions passed at the previous annual parents meeting.

### **Agenda**

- Minutes from previous year if applicable
- Review of Report to Parents
- Any other business

### **Distribution**

It is appreciated that producing and distributing the full annual report to parents can prove costly for schools. The Regulations therefore allow for schools to make available the full report only to those parents who request it, and to issue a summary report for distribution to all parents.

# A message from the Governors

Dear All,

On behalf of the Governing Body of Milton Primary School, I am delighted to present you with this report that describes the activities, developments and excellent progress of our school over the past year.

Milton Primary continues to strive towards being a centre for excellence, to develop children as independent and confident lifelong learners. We will continue in the coming year to work together to ensure that we have a school to be proud of, with the highest standards and achievement for all. In the year that follows we are looking forward to further development of our outdoor spaces through PFA support, embracing the new curriculum and building our own local curriculum, becoming a school that cultivates curiosity in our children through inquiry based learning.

This report also gives us an opportunity to thank the staff for their commitment and dedication to the education of our children. We would also like to acknowledge the whole Governing Body for the challenge, support and commitment that they give to the school.

Yours Sincerely,

The Governing Body

## What is a Governor?

The school is managed by the Headteacher and senior management team. Our role is to act as a critical friend as representatives of the community. We are able to put the interests of the children ahead of all other potential considerations. We support the school out in the community, making the most of the successes and its good name, and keeping parents and others informed of developments. We do our best to broadcast any difficulties imposed on us from outside. We support the school by giving whatever help we can to promote and develop the children's school life. We have a wide range of legal responsibilities. We appoint staff, ensure the National Curriculum is being delivered, and we are responsible for policy in areas which have some community sensitivity, such as discipline. Perhaps most of all, we make sure that the school makes the best possible use of resources. All this makes for a somewhat tricky job. It is impossible to please everyone all of the time, and that means well-established relationships between Governors and the school community are very important.



# Who is on the Governing Body?

<p><b><u>Chair of the Governors</u></b>  Rev Stephen Blewett  c/o Milton Primary School  Hendre Farm Drive  Ringland  Newport  NP19 9HB  Tel: 01633 273505</p>	<p><b><u>Acting Clerk</u></b>  Clerk to the Governors EAS  Llanwern High  Hartridge Farm Rd,  Newport,  Gwent  NP18 2YE  Tel: 01633 411116</p>
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## School Challenge Advisor: Sarah-Jayne Waters

Community Governors -	
are invited to join the governing body due to their specialist skills, which are felt to add to expertise of the governors as a whole.	
Date in brackets is when the term of office ends.	
Jane Bayley (14.11.22)	Co-opted
Estelle Lewis (11.03.24)	Co-opted
Paulette Powell (23.01.23)	Co-opted
Rev Stephen Blewett (13.11.21)	Co-opted
Newport City LA Governors	
These are appointed by the local authority	
Cllr Malcolm Linton (27.02.22)	LA Representative
Ann Culverwell (30.1.23)	LA Representative
Cllr Raymaan Hayat (26.02.24)	LA Representative
Umberen Ahmed (24.04.22)	LA Representative
Parent Governors	
are elected by parental vote	
We have a vacancy for 1 parent governor	
Joanne Truman	Parent Representative
Lianne Gilbert (31.12.22)	Parent Representative
Sarah Arthur (31.12.22)	Parent Representative
Rhian Hodgson (10.11.23)	Parent Representative
Vacancy	Parent Representative

Teacher Governor/ Staff Representative are elected by the teachers and non teaching staff	
Corinne Burke	Headteacher
Samantha Morton (21.07.25)	Teacher Representative
Bethan Instone (31.08.22)	Teacher Representative
Julie Hodge	Teacher Representative (non-voting)
Gemma Ralph (23.11.23)	Staff Representative
Sian Clifford	Staff Representative (non-voting)

## Financial Statement

The school is formula funded according to Government regulations and received responsibility for its own budget in April 1993. The governors appoint a finance committee that sets and monitors the budget. Each school receives its funding from the Local Authority. The amount is based on pupil numbers. It pays for the general running costs of the school – payroll, books, equipment and maintenance work. The Headteacher consults with the Governing Body and staff to prioritise specific requirements, especially those laid down in the School Improvement Plan. The school aims to hold a contingency to safeguard staffing levels and pay for large projects e.g. refurbishment of buildings. If the school spends more than its budget share, the shortfall is paid out of the contingency.

We also have a school fund, where donations and money from special fund raising ventures are deposited. The money raised by the school makes a huge impact on our spending plans, enabling us to buy equipment and resources we would otherwise have been unable to have.

The Milton PFA have undertaken a number of fund raising events over this academic year and the money which has been raised is managed via their own account.

The school has received no gifts of money.

Governors of Milton Primary School do not claim travelling or subsistence expenses.

*See appendix 1 for Section 52 financial statement from LA*

# Links with the Community

Links with the community are strong and the school is involved with the community on many levels.

**Parents** play an invaluable role in Milton Primary and we are especially grateful for the support parents give us when fund raising and with supporting home learning projects.

**Students** are welcomed at Milton Primary. We work in partnership with the University of S.E. Wales, Llanwern High School and Coleg Gwent.

## The Wider Community

The Flying Start Playgroup is situated on our school site and we have close links with the playgroup and the health visitors.

Activities this year:

- The police visited all year groups to talk about a variety of topics
- Fire Safety Officers came into school to work with FP and KS2 classes
- Hearing tests were carried out for Reception children
- Growth and Vision screening took place for Reception children
- Parents and Governors were given online access to watch Christmas performances and sports day activities.
- The children donated food items to Raven House Trust at Harvest time and our Heddlu Bach helped to put food parcels together
- School Council collected donated items to help the homeless at Christmas.
- Virtual trips to places or zoom meetings with experts were held to support the children in their learning.
- Transition videos and information leaflets were shared via the website, seesaw and class dojo to support children in transitioning to the year above
- Year 6 children enjoyed a 'colour clash' event on the school field and a trip to Ninja Warrior in Cardiff.
- New Nursery children were visited via doorstep visits to aid their transition into Nursery
- Parent consultations were held via telephone consultation in the autumn and spring term.
- Fair Trade fortnight took place
- Remote learning guides and reading support videos were added to the website to support parents and carers with home learning



# Assessment

Teachers carry out their own continuous assessment of children throughout the year, the results of these are monitored by curriculum leaders and the senior leadership team.

More formal assessments are made at the start of each school year through an on-entry baseline set by the Welsh Government. This gives teachers and parents an indication of where their children are when they start full time education. It also provides the school with information to monitor progress throughout the children's time in primary school. At the end of Year 2, Year 3, Year 4, Year 5 and Year 6 formal teacher assessments take place along with tests set by the Welsh Government.

In accordance with reporting regulations, the school provides a summary of the school results at the end of Foundation Phase and at the end of Key Stage 2.

- A typical 7 year old will be assessed as Foundation Phase Outcome 5, a typical 11 year old will be assessed as National Curriculum Level 4
- An assessment of Outcome 6 is only achieved by a very small number of children by the age of 7, an assessment of Level 5 is only achieved by a very small number of children by the age of 11
- At any one time pupils are likely to reach a higher level in some areas more than others.

**The interpretation of school results is a complex matter and is only one indicator of the quality of education provided within a school.**

*Please note that this year schools have been absolved of the usual data reporting requirements due to the global pandemic.*

# Target Setting

As a school we continually strive for improvement. We see the need to set specific targets which are attainable but challenging. We value the individuality of every child and aim to set individual targets as well as placing an emphasis on specific cohorts of children. The school derives its pupil targets from ongoing teacher assessment, supported by standardised tests in Reading and Mathematics. Our targets are regularly monitored, internally and by the local authority/EAS to ensure that they rigorously reflect the abilities of specific cohorts of children. Targets are set on pupils achieving outcome 5 or above in Foundation Phase and pupils achieving Level 4 or above in Key Stage 2. These levels are the expected attainment for these specific year groups.



In normal circumstances September targets are set for all year groups, the targets are sent to the EAS along with the local school targets.

## School Policies

School policies, statutory documents and non-statutory documents and policies are reviewed and updated on a rolling programme.

## Term Dates

School year 2021-2022

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	2 Sept 2021	25 Oct 2021	29 Oct 2021	17 Dec 2021
Spring	4 Jan 2022	21 Feb 2022	25 Feb 2022	8 Apr 2022
Summer	25 April 2022	30 May 2022	3 June 2022	22 July 2022

## Curriculum

Education has seen many changes over the past few years and this year has been no exception. The staff have been preparing for an updated curriculum which will come into effect in September 2022

The whole approach to developing young people aged 3 to 16 will change. The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.



They will also get a deep understanding of how to thrive in an increasingly digital world. A new digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

**The purpose of the new curriculum is to support our children and young people to be:**

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

**It will have six 'Areas of Learning and Experience (AoLE).**

- Expressive arts.
- Health and well-being.
- Humanities (including RE which should remain compulsory to age 16).
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages).
- Mathematics and numeracy.
- Science and technology.

It will also include **three cross-curricular responsibilities: literacy, numeracy and digital competence.**

**Why it is changing?**

Now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what, and how, children and young people need to learn. After all, tablets and smart phones didn't even exist when the last curriculum was introduced in 1993.

Schools and teachers need more flexibility to respond to this environment, using a new curriculum which will promote high achievement and engage the interest of all children and young people to help them reach their potential.

The new curriculum will bring this about by making learning more experience-based, the assessment of progress more developmental, and by giving teachers the flexibility to deliver in more creative ways that suit the learners they teach.

This new approach was informed by Professor Graham Donaldson's independent review of curriculum and assessment arrangements in Wales, [Successful Futures](#) (pdf 1.7MB), in February 2015 which provided the foundations for a twenty-first Century curriculum shaped by the very latest national and international thinking.

### The Digital Competence Framework

The first element of the new curriculum to be developed was the [Digital Competence Framework](#) (external link).

The framework introduces and develops the skills needed to live and work in an increasingly online and digital world, ranging from communicating and collaborating to problem solving and handling online bullying.

Like literacy and numeracy it applies across all subjects, developing skills and confidence in learners that make them adaptable to changes in technology over time. The framework has four strands of equal importance. Each has a number of elements which explore the detail within it.

The strands are:

- **Citizenship** – which includes the elements of 'Identity, image and reputation', 'Health and well-being', 'Digital rights, licensing and ownership', and 'Online behaviour and cyberbullying'
- **Interacting and collaborating** – which includes the elements of 'Communication', 'Collaboration', and 'Storing and sharing'
- **Producing** – which includes the elements of 'Planning, sourcing and searching', 'Creating', and 'Evaluating and improving'
- **Data and computational thinking** – which includes the elements of 'Problem solving and modelling', and 'Data and information literacy'.

<https://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>

## Additional Learning Needs

The 'Special Educational Needs Code of Practice for Wales' was introduced in April 2002. The area is often referred to as 'Additional Learning Needs' (ALN). This term includes More Able and Talented children and children with behaviour issues.

The Code of Practice in Wales is changing. This is referred to as the 'ALN Transformation'. More information can be found via this link: <https://gov.wales/sites/default/files/publications/2020-09/additional-learning-needs-aln-transformation-programme-guide.pdf>

We will keep parents informed of any changes or updates along the ALN transformation journey. At Milton Primary we are committed to working with all children and their parents to ensure that the best provision is provided for all children to help them cope with or overcome their difficulties or challenges. The ALNCo (Additional Learning Needs Coordinator) is Mrs Emma Lee.

Deliberate efforts are made to ensure that curriculum development caters for all children including those with additional needs and that no pupil is excluded from any area of the curriculum. Children receive support either within the mainstream class or by working in small support groups. Close links are maintained with classroom teachers to ensure the success of action plans. All pupils with ALN are fully integrated within the school as a whole.

Regular review meetings are held involving all parties concerned. These meetings are to assess and monitor progress and to establish new targets. Support or guidance may be sought from the following professionals:

- ALN support teacher in the Local Authority
- Educational Psychologist
- Speech Therapist

## Pupils with Disabilities

Milton Primary School provides a safe, secure and stimulating environment for pupils across the ability range, including those with disabilities. The school will admit all pupils whose educational needs can be met from the resources provided to it and whose admission will not significantly detract from the needs of other pupils. Where children have a statement of ALN/SEN, their admission must be negotiated via the Local Authority's Statementing Officer. Pupils with disabilities will not be treated less favourably than other pupils.



- The school site is reasonably level and although we have nine classrooms upstairs it is possible to relocate year groups if needed.
- There are disabled toilets in the school and an accessibility plan is in place.
- Milton Primary School provides a safe, secure and stimulating environment for children including those with disabilities.
- The school policy is that all children are treated equally, we are an inclusive school. Guidelines are followed as laid down in The Disability Discrimination Act.

# Equal Opportunities

The school's equal opportunities policy and aims highlight the importance of:

- Promoting equal access to all areas of the curriculum for all pupils, irrespective of race, gender, disability, ethnic origin, language, religion or cultural background
- Developing attitudes and ways of behaving that are appropriate to living in a society that wishes to eradicate racism and value diversity
- Access to a high quality education for all
- Treating boys and girls equally

# Welsh/Curriculum Cymreig

- No children in the school speak Welsh as their first language.
- Incidental welsh is used daily in school. 'Y Gadair Boeth' (The hot seat) and the use of welsh placemats (Key Stage 2) takes place daily and gives pupils the opportunity to practice relevant language patterns and asking and answering questions.

# Well-Being/ Healthy Living

- The children only eat fruit at breaktime.
- All Foundation Phase children are offered milk daily as part of a Welsh Government initiative.
- All children are welcome to bring a water bottle to school that they can freely access throughout the day.
- Under normal circumstances the school participates in the 'Designed to Smile' initiative where foundation phase children participate in cleaning their teeth on a daily basis.

# Sport and Extra Curricular Activities

The children in the Early Years are encouraged to be very active and there are many opportunities for playing outside. Bikes, timber trails, balls, skipping ropes and other small and large equipment all encourage early skills in sport.

All children have the required time for Physical Development/PE/Games sessions.

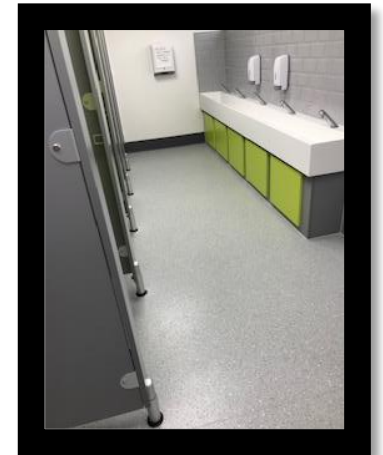
Under normal circumstances, staff ran a variety of clubs, these included:

- Around the World club
- Welsh club
- Pick 'n' Mix club
- Coding club
- Choir
- Rugby Club
- Art Club
- Guitar Club



# School Toilets

One set of our KS2 toilets have been recently refurbished and we are due to undertake the refurbishment of a further two sets of KS2 toilets. The remainder of our KS2 toilets are functional and clean. Foundation Phase toilets were refurbished a few years ago and are in good condition. Toilet training in the foundation phase and cleanliness after toileting is encouraged by all staff. The toilets are cleaned daily at the end of the school day by the school cleaners. It is sometimes necessary however due to the age of the children for staff to mop/ clean toilets throughout the day.



# Collective Worship

This is held daily. It varies in format throughout the week and has been accessed remotely over the past year.

# Safeguarding Children including Child Protection

The school has an up to date policy for safeguarding children. All staff are aware of the procedures and points of contact.